



## **Morehead State University Professional Education Unit – Conceptual Framework**

**“Community Engagement: A Light to and from the Mountains”**

*“Handed down from generation to generation, quilts are more than aesthetically pleasing blankets. Whether by tradition or resistance to wear, quilts have acquired a unique place within the family and society: they connect our past to our future.” Provost Karla Hughes*

### ***About the Quilt Square***

*We selected a quilt square called “Moon Over the Mountain” to graphically represent our Unit’s conceptual framework. A Professional Education Unit compares favorably to a quilt: its programs (pieces) form unique departments (squares). In addition, it is the common body of knowledge within educator preparation that binds these programs and academic departments into a cohesive and unique unit.*

*What distinguishes the profession of education from other disciplines has always been its focus of engaging with communities. And like the borders that bind the larger patterns of a quilt, it is this interest of engaging with our entire community that is responsible for the successful linkages within the Unit.*

*The collection of integrated, synergistic, and holistic programs within this Professional Education Unit blended with the unique and culturally rich backgrounds of our candidates represents a proud heritage. And because education represents the fabric of our society, the Professional Education Unit believes the education its candidates receive today should prepare them to successfully address society’s needs tomorrow.*

*Adapted with permission by Dr. Karla Hughes, MSU Provost*

## Morehead State University Conceptual Framework

INTRODUCTION .....	3
Background .....	3
MSU MISSION/VISION/VALUES/STRATEGIC GOALS .....	5
UNIT VISION/THEME/ CORE CONCEPTS .....	7
The Concepts .....	11
Community Engagement Through INFORMED DECISION-MAKING .....	12
Community Engagement Through DIVERSITY and HOLISTIC EDUCATION ...	14
Community Engagement Through COLLABORATION/COALITION BUILDING .....	16
Community Engagement Through EMPOWERMENT .....	17
Demonstration of the Concepts: Candidate Proficiencies Aligned with Professional and State Standards.....	18
LEARNING OUTCOMES .....	19
Teacher Education Initial Preparation Program.....	20
General Education.....	20
Professional Studies .....	22
Methods and Pedagogy Courses .....	24
Field Experiences and Clinical Practice .....	25
Planned Field Experience Sequence .....	26
Capstone Course .....	27
Advanced Professional Preparation Programs.....	27
Knowledge and Skill Base for Advanced Programs.....	28
Advanced Programs – Candidate Transition Points .....	29
Research Studies .....	31
Content Studies .....	31
Integrative Studies .....	32
PROFESSIONAL COMMITMENTS .....	33
Commitment to Diversity .....	33
Commitment to Technology .....	35
Commitment to Assessment .....	37
Candidate Assessment .....	39
Assessment of Dispositions .....	42
Program Assessment.....	45
Faculty Evaluation .....	46
REFERENCES .....	48
APPENDIX A.....	51
Kentucky Teacher Standards Themes (KTS) .....	51
APPENDIX B .....	52
Interstate School Leaders Licensure Consortium: Standards for Educational Leaders (ISLLC).....	52
APPENDIX C .....	53
Standards for Guidance Counseling Programs .....	53

# Morehead State University

## Professional Education Unit Conceptual Framework

*Community Engagement  
A Light to and from the Mountains*

### **INTRODUCTION**

Morehead State University's Professional Education Unit Conceptual Framework is the overarching structure that promotes the consideration of a broad range of philosophical perspectives that establishes parameters for the Professional Educational Unit's values, goals, and strategies.

#### ***Background***

Conceptual frameworks are dynamic because they reflect and account for changes over time in the Professional Education Unit and in standards set forth by state and national professional associations. In addition to establishing the vision of the Unit, this conceptual framework also clarifies how our vision is manifested in 1) the goals of the Unit, 2) the foundation of knowledge, skills, and dispositions that underlie candidate demonstration of learning through performance, 3) and the methods and systems created to implement and assess all aspects of each program.

This document is the result of collaborative efforts involving MSU faculty, administrators, professional education candidates, and public school practitioners.

Changes in the document account for:

- 1) The revision of the MSU vision, mission, and goal statements (2006),
- 2) Morehead State University's classification as a "Community Engagement Institution" by the Carnegie Foundation for the Advancement of Teaching in

2006-2007; the conceptual framework's theme on community engagement ties the conceptual framework to the university's strategic plan, mission, and the strategic goal theme of "Productive Partnerships,"

- 3) A continued integration of current unit, state and national performance categories, standards and indicators,
- 4) Increased attention to diversity and the changing demographics of the Commonwealth and a global world that requires an informed and interculturally competent 21<sup>st</sup> century work force and citizenry,
- 5) Ongoing extension of the theoretical basis for the conceptual framework, and
- 6) Refinements in the system for assessing student and program quality.

The following are specific examples of changes that have been addressed in the revision of the conceptual framework:

- While we continue to embrace the ideology of our previous "Educator as Architect" theme with its constructivist framework our focus has been extended to embrace the institution's and the Unit's larger commitment to community engagement and regional stewardship. We have adopted the metaphor "Community Engagement: A Light to and from the Mountains" to reflect our commitment to diversity, service, and stewardship in and beyond Eastern Kentucky.
- The changing nature of both external and internal demands involved in educating students from birth through lifelong educational professional development requires collaboration from all stakeholders.

- This document reflects not only a continuation of our ongoing vision, expressed in previous conceptual framework documents, but also new input from our stakeholders, as well as our planning for and assessing the quality of our collaborations and partnerships as we collectively engage in meaningful and effective learning communities.

Drafts of the revised document were presented to the members of the regional community, university administration, and the Unit’s faculty and staff. Ultimately, the members of the Unit’s Teacher Education Council are responsible for making final decisions with regard to any recommended revisions to the conceptual framework.

### **MSU MISSION/VISION/VALUES/STRATEGIC GOALS**

“ASPIRE to Greatness” is the theme of the MSU Strategic Plan 2011-2014. This plan, designed through an elaborate and broadly participatory process, guides all actions at the University. The stated vision of the university is, “We aspire to be the best public regional university in the South.” The university’s mission statement, found on the MSU Web site and in strategic documents reads ([www.moreheadstate.edu/aspire](http://www.moreheadstate.edu/aspire)):

As a community of learners committed to individual achievement, our mission is to: Educate students for success in a global environment; Engage in scholarship; Promote diversity of people and ideas; and Serve our communities to improve the quality of life. Essential characteristics of an MSU educational experience include:

- Excellent undergraduate programs in liberal arts, sciences and professional programs
- High quality graduate programs in selected areas
- Strong commitment to student access, affordability and safety
- Personalized environment with quality faculty as mentors and teachers

- Strong commitment to engage undergraduate students in faculty research, outreach and service opportunities
- Support for diverse arts and cultural programs
- Strong commitment to a quality enhancement plan that focuses on improvements in communication and critical thinking
- Resolute commitment to fostering a campus culture that cultivates and celebrates diversity
- High placement rates of students applying to professional programs
- A learning environment supported with robust technology
- Strong commitment to co-curricular activities that provide recreational opportunities, learning opportunities, and contribute to student development
- Support for NCAA Division I intercollegiate athletic program
- Strong commitment to health and wellness programs for students, faculty and staff
- Strong commitment to community partnerships that provide learning opportunities for students, faculty and staff

We strive to exemplify the following core values:

- PEOPLE come first and are encouraged to achieve their full potential;
- Commitment to SCHOLARSHIP, LEARNING, SERVICE and COMMUNITY ENGAGEMENT is embraced;
- EXCELLENCE is achieved through TEAMWORK, LEADERSHIP, INNOVATION, ACCOUNTABILITY and SHARED RESPONSIBILITY;
- DIVERSITY of people and thought is valued and celebrated and;
- HONESTY, INTEGRITY and TRUST will direct all that we do.

The themes of the university’s strategic goals are presented below. The “ASPIRE to Greatness” strategic planning document includes an action plan that has been implemented to ensure the intention of each theme is fulfilled. Specific theme goals have been articulated and integrated into a timeline that guides the implementation and assessment and status of each goal:

**A**cademic Excellence  
**S**tudent Success  
**P**roductive Partnerships  
**I**mproved Infrastructure  
**R**esource Enhancement  
**E**nrollment and Retention Gains

## UNIT VISION/THEME/ CORE CONCEPTS

*Theme: Embracing ideology from Educator as Architect theme to current extension and operating theme “Community Engagement: A Light to and from the Mountains”*

While “Educator as Architect” no longer serves as the metaphoric theme of the Professional Education Unit conceptual framework, many of the ideas continue to be embraced and are addressed in the section that follows.

The term “architect” continues to be relevant and useful in defining our work because it suggests the creative processes educators engage in when designing, planning, and constructing environments that foster optimal student learning. The “architect” metaphor depicts the educator as central to the planning and preparation of curricula and classroom activities, but the student actively constructs knowledge through participation in experiential student-centered collaborative pedagogy. This approach is consistent with national literature and state reforms that focus on constructivist educational philosophy and practice.

It is important to note that constructivism is broadly defined here as a philosophical construct—the use of this term does not suggest one specific pedagogy, but rather describes an approach of partnering with learners while actively engaging them in the process of knowing. In this sense, the learner is viewed as a unique, multidimensional, individual who creates meaning through interactions with diverse others within different social contexts (Wertsch, 1997; Kim, 2001; Tangney, FitzGibbon, Savage, Mehan, & Holmes, 2001; Kim, 2005; Liu & Matthews, 2005). The university and Professional Education Unit’s focus on community engagement extends the constructivist philosophy to our region’s schools as we partner with learners across their

and our careers, in the university classroom—to the P12 classroom—and back to the university classroom. We have woven the theme of community engagement throughout this conceptual framework, sometimes referring to the concept of “Regional Stewardship” to illustrate the collective result of community engagement. We serve as stewards of a region as we engage with any community of learners within that region.

We believe that educators are not meant to be mere implementers of learning materials created by others. Teachers are architects who, with the help of learners, explore, and determine the focus, scale and depth of learning while providing necessary supports (Sandy, 1999). Learning communities found in MSU educator preparation programs reflect multiple and diverse perspectives and philosophical beliefs resulting in multiple applications of constructivism. Learning communities are a critical component of the Unit’s community engagement initiatives and can be found in our Professional Partnership Networks at the initial certification level, in our field-based advanced degree programs, and in our professional development engagement with educators and students throughout the region.

The commitment to use a constructivist approach to prepare professionals to be effective teachers, school counselors, or administrators in diverse communities continues to be central to the mission of the Professional Education Unit. However, the current vision of the Unit also emphasizes diversity and regional stewardship through community engagement. We are preparing educators who understand and embrace their culture and the diverse cultures of others as they preserve, promote, and engage in local and global communities.

In our mission to prepare engaged educators in Eastern Kentucky and beyond, we promote the flow of “Light to and from the Mountains” in the form of many voices (perspectives) and resources that contribute to the generation of knowledge and recognize that integrating these resources in curricula leads to the effective preparation of educators who are interculturally competent regional stewards and are engaged with their communities.

The “light to the mountains” metaphor has been a longstanding theme in Morehead State University’s mission. The earliest reference to MSU as a light to the mountains may have come from Charles S. Loos’ baccalaureate address in 1902 where he characterized the founding of this institution as "...pharos of intellectual and spiritual light, that should send its illuminating and awakening rays of knowledge, and of hope through the valley, and over the mountains beyond it" (Flatt, 1997, pp. 10-11). Flatt used the expression "A Light to the Mountains" as the title to his history of MSU. In 1962 Harry Caudill published his highly controversial book, *Night Comes to the Cumberlands*, highlighting the history of some of our region’s most serious problems. It is our dream that, as we pursue our hopeful vision together, the good we do will ripple through our candidates/graduates and their students and clients and the communities they serve so that a generation from now the darkest elements of our history will be mere history and America will see, not night coming to the Cumberlands, but a light shining out from them—a reflection of the best and brightest Appalachia and America have to offer. The institution’s Web site states:

Tens of thousands of students have come from the foothills and mountains, the river towns and the hillside farms of East Kentucky and

beyond to seek the means to a better life in this beautiful, forested valley.

Our first president, Frank Button, and his widowed mother, Phebe, literally spent their lives bringing ‘a light to the mountains’ by founding a church-sponsored school to train teachers (MSU, 2008b).

To build on the themes used by Loos, Flatt, and Caudill, the Unit has expanded the metaphor to embrace the idea that the preparation of educators is not a one-way flow of teaching and learning, but that our candidates and their P-12 students bring with them and take back home with them their rich traditions, background knowledge, and cultural heritages that are essential to any learning environment.

The Professional Education Unit at Morehead State University strives to promote the flow of “Light to and from the Mountains” through engaging with communities of learners at all levels – P-12 students, preservice and inservice educators, university faculty and staff, and community members, thus serving as stewards of their multiple communities. With the metaphor “Community Engagement: A Light to and from the Mountains” we strive to deliver relevant and high quality programs that are informed by relevant national and international scholarship. Our location and history require that our curricula integrate research, literature, and experience of Appalachia. Such cultural emphasis informs the preparation of initial and advanced level graduates who are equipped with knowledge and skills to improve the schools, quality of life, and communities in Eastern Kentucky and beyond and serve as a reflection of the rich resources of rural America within the global community. While we prepare approximately eighty percent of the teachers and school leaders who work in Eastern Kentucky and who have strong ties to Appalachia, we also educate candidates and engage

in diverse communities outside of Eastern Kentucky who benefit from our programs’ foci on student-centered experiential instruction, intercultural competence, and regional stewardship.

The give and take between diverse backgrounds, experiences, values, and beliefs—the social and cultural perspectives—that candidates, faculty, and community members bring to the learning community and what candidates gain from participation in our programs and take with them as they leave our programs illustrate the value we place on the promotion of the flow of “Light to and from the Mountains.” The social fabric that results is represented in the growing collaborative quilt of student and community development that emanates from the diverse individuals’ contributions to the learning community.

The Unit theme, “Community Engagement: A Light to and from the Mountains,” is graphically represented by the quilt block design “Moon Over the Mountains” and displayed in textiles, media, and paper documents that we use to communicate this theme to the broader community (see <http://www.waymarking.com/waymarks/WM3DZC> for a Painted Barn Quilt example of “Moon Over the Mountains”).

### ***The Concepts***

To provide an intellectual framework and coherence for the pursuit of Unit goals and to support candidates, colleagues, public school practitioners and stakeholders’ understanding of the Unit’s commitment to engage with multiple communities and to prepare educators who are equipped to bring “Light to and from the Mountains,” four critical and grounding concepts have been identified: 1) informed decision-making, 2) diversity and holistic education, 3) collaboration/coalition building, and 4) empowerment.

These concepts guide the directions of the Unit and inform our decisions regarding the work we do to prepare initial and advanced educators.

### **Community Engagement Through INFORMED DECISION-MAKING**

Our graduates are broadly trained and educated professionals who can make sound, professional judgments about the best instruction for a given student, or services for a client, within a given social context – they are not merely implementers of a particular “canned” curriculum or method. Effective schooling requires thorough professional knowledge based on current research in academic disciplines and takes into account the social contexts—the ethos of these professional judgments—in which the educator finds himself/herself. These professional judgments, which create best practices, must be informed by the careful analysis of accurate data; the best scientific research and theoretical insights available to the profession; the educators’ own understanding of their personal beliefs, strengths and limitations; the content of the disciplines in which they teach; and the social contexts of the learning communities. These professional judgments are rooted in the habit of *reflection*, a “virtue of the mind” (Trinkaus-Zagzebski, 1996) that the Unit cultivates among faculty members and candidates. Reflection is the process by which an educator “...looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments...through which a professional learns from experiences” (Shulman, 1987, p. 19). Candidates are asked to reflect, to apply, and to make sense of theories with respect to the real life of the classroom and the diverse learners’ lives and to utilize creative problem solving to address educational barriers they encounter. This reflection aids candidates in making decisions during the course of their own schooling, field

experiences in birth to advanced learning environments, clinical practice, and in their careers after graduation. MSU professors also reflect on their personal beliefs and understandings of education and new developments in their specific fields of study, and on their instruction of candidates in order to improve the preparation of teachers, school counselors and administrators, and other educational leaders. Information technologies support the use of data-driven decision-making using strategies such as the development of e-portfolios, email, e-journals, Web logs, wikispaces, bulletin/discussion boards, chat rooms, listserv, i-Chat, and digital video.

The Unit implemented Tk20's *CampusWide Tools Assessment, Accountability, and Reporting System* in fall 2006, that enables the Unit to collect data systematically, plan our assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. As the assessment system was enhanced with the purchase of an online assessment software program, implementation of the plan became increasingly automated and the Unit has been moving gradually to enable faculty to take on responsibility for data entry for their own courses and candidates, and reporting is formatted so that it is available for just-in-time review and analysis. The Unit will implement a new electronic portfolio and assessment software, *Folio180*, in fall 2011. As the Unit's continuous assessment system has matured, two assessment administrators have been hired to provide technical assistance to candidates, faculty, and Unit administrators in all data collection processes.

In an effort to centralize multiple data sources and to enhance informed decision making at the candidate and program levels, the Unit uses an electronic portfolio assessment system (Tk20's *CampusWide Tools Assessment, Accountability, and*

*Reporting System 2006-2011; Folio180* fall 2011) for candidate data, a faculty-focused repository for work load and faculty credentialing (*Faculty180*), and an electronic system for documenting program effectiveness (*Weave*). Together, these systems enable the Unit to collect data systematically, plan our assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. The electronic assessment system gives the Unit the ability to plan the assessments needed for meeting each desired outcome, giving all stakeholders a clear understanding of the goals, expectations and responsibilities involved. The system is designed so that faculty and staff can have access to planning documents, allowing full collaboration in the process of collecting assessment data and conducting program review. The built-in communication system lets faculty, staff, and candidates communicate in multiple ways, including the submission and review of critical documents, sending of messages, and posting of news.

### **Community Engagement Through DIVERSITY and HOLISTIC EDUCATION**

At MSU, future and practicing professionals learn that education should be connected to all of life – the whole student in the everyday social contexts of life in the community. In fact, through holistic education “...each person finds identity, meaning, and purpose in life through connections to their world” (Miller, 1997). Candidates study the various domains of human development and ways to structure the educational environment so as to encourage growth across the physical, emotional, moral, cultural, and intellectual dimensions of life. Candidates and faculty are engaged with school communities informally and formally as programs are designed with extensive field

experiences to provide holistic education opportunities for both initial and advanced candidates.

Nurturing and cultivating the whole student requires a knowledge and appreciation of the diversity of students and the understanding of cultures in our world.

MSU has defined a commitment to diversity and social justice that involves

...the intentional creation of an inclusive educational community that values and promotes the development of individuals through active recognition, appreciation, respect for, and the utilization of their unique talents and contributions and the talent and contributions of diverse others. We embrace cultural, ethnic, racial, gender, language, age, marital status, ability status, national origin, sexual orientation, socio-economic status, spiritual practice, veteran status, and other forms of human difference and perspectives (2008c).

This broad definition of diversity provides guidance to the Professional Education Unit ensuring that curricula within the Unit, practical experiences, and membership of the Unit's faculty and student body reflect a commitment to diversity. The region within which we are situated provides a rich cultural diversity that is a critical component of the concept of Community Engagement Through Diversity and Holistic Education. As candidates and faculty engage with communities of learners throughout the region, the participants are given opportunities to work with diverse learners from unique backgrounds and experiences and to consider the contributions of a diverse population to whatever region they find themselves affiliated.

## **Community Engagement Through COLLABORATION/COALITION BUILDING**

When classroom teachers foster collaboration through professional learning communities the potential for stimulating an individual's sense of connection to and responsibility for others in the school, community, and world is likely to emerge (Roberts & Pruitt, 2003). Professional learning community environments, in which educators at all levels continuously seek and share learning and then act on what they learn, benefit students. This arrangement has also been termed "...communities of continuous inquiry and improvement" (SEDL, 1997). In furtherance of this end, we recognize that individuals learn best when students, teachers, parents, administrators, school support staff, and, indeed, wider communities, work together to create a culturally rich and socially interactive learning environment. Students must be seen (or see themselves) as active creators of knowledge; educators must see their roles as more than dispensing academic culture; other community members must see themselves as crucial partners in the process of schooling (Cajete, 1994). Community engagement can result in crucial collaborations and coalition building as our candidates and faculty engage with educators and students in the field. It is through these collaborations and coalitions that we are able to deepen the learning experiences and build on and extend the learning that occurs outside the university classroom.

Additionally, we believe that education at all levels is the responsibility of a collaborative community and therefore requires committed partnerships. We recognize the critical role of our partners in the delivery of professional education preparation – that of our colleagues across the MSU campus, parents, P-12 schools, community and technical colleges, agencies, businesses, and communities in our service region. We view

the conceptual framework as a vehicle to communicate with our partners as we deepen and extend critical partnerships and engage with communities in our region. Electronic communication applications such as wiki, blog, and video conferencing environments, along with field experiences and community engagement in service, are critical to our building and maintaining these professional learning communities.

### **Community Engagement Through EMPOWERMENT**

At MSU, future teachers, counselors, school administrators, and other educational leaders are made aware that education is an essentially political act and that they will be leaders in the community by virtue of their positions. Appalachian citizens historically have been vulnerable to exploitation by outside economic interests, and as part of its stewardship through community engagement, the Unit is committed to helping future generations recognize oppression and promote their interests and cultural resources both in and beyond Appalachia. Freire (2000) expressed the idea that, as long as "...the oppressed remain unaware of the causes of their condition, they fatalistically 'accept' their exploitation" (p. 64). It is our intention that graduates of the Unit be exposed to realities (positive and negative) that have helped to shape the work, lives, and status of the Eastern Kentucky region. Inherent in this intention is that MSU's graduates will learn about and practice strategies that will develop their leadership skills as interculturally competent educators. We expect our graduates to continue their development as professionals and as stewards of their communities, modeling for their students and colleagues as they engage in professional and community leadership roles, become policy makers, conduct critical inquiry and continually examine their practice, and collaborate to improve their practice and profession.

## **Demonstration of the Concepts: Candidate Proficiencies Aligned with Professional and State Standards**

Our vision and theme provide a way of seeing and thinking about the uniqueness of learning communities. The overarching **mission**, or charge, of the Unit is to ensure graduate proficiency demonstrating the essential knowledge, skill, and disposition base set forth in professional association standards, using “wisdom of practice” (Shulman, 1987). Shulman wrote of the importance of listening to teachers' wisdom about their practice to consider how teachers think about their subject, the steps they take to teach it effectively, and how their values influence the way they teach.

To empower graduates to fulfill our stewardship vision of “Community Engagement: A Light to and from the Mountains,” our current professional commitments, and constructivist epistemology, one will find the following themes linked to the content, objectives, activities, and assessments of the courses and experiences that frame and document candidate learning in all domains.

The Professional Education Unit’s “To What Do We Aspire?” action plan has been developed around five critical learning goals (found below) and these are linked to MSU’s goals and the Professional Education Unit’s four core concepts described above, and for initial and advanced program candidates, are linked to the Kentucky Teacher Standards (KTS), Interdisciplinary Early Childhood Education Standards (IECE), Council for Exceptional Children Standards (CEC), International Society for Technology Education Standards (ISTE), School Guidance Counselor Standards (GCS), and Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Unit and the faculty within individual programs assess the degree to which its graduates meet these learning goals:

1. Graduates **master content knowledge**, professional, and thinking skills needed to make an optimal contribution to “whole” student learning in educational settings.
2. Graduates are competent in the collection and use of **data to inform decision-making and to demonstrate accountability** for student learning.
3. Graduates demonstrate **professional dispositions**.
4. Graduates are **culturally competent** and understand the regions from which they come, utilizing knowledge and experiences to effectively ”bridge the gaps” (economic, achievement, geographic) ensuring optimal learning for all students.
5. Graduates engage in **authentic field-based experiences in collaboration with committed school-based partners and are empowered to improve the quality of education** throughout this region and beyond.

These five learning goals in the Professional Education Unit’s Conceptual Framework serve as the Unit’s Key Performance Indicators and are aligned to the professional education standards listed above.

### Learning Goals Alignment with Standards for Initial and Advanced Programs

Candidate Proficiencies	KY Teacher Standards	IECE KY Standards	ISLLC	ISTE/AECT	Counseling	CEC
1. Master Content Knowledge	1, 2, 4	1,2,3,9	2	TF-1,B-1/1,2,3,4,5	A, C	1,2,3,4,5 7
2. Data-based Decision Making and Accountability for P12 Student Learning	5, 6, 7	1,4	2, 5	TF-IV,B-1/5	A	3,4,8
3. Professional Dispositions	3, 7, 9	6	4, 6	TF-V,A-1/1,2,3,4,5	C, D	9,10
4. Culturally Competent	1, 2, 3, 4, 8	7,8	2, 4, 6	TF-VI,B-1,C-1,E-1/1,3,5	A, B	6
5. Empowerment through field experiences, clinical practice, partnerships, regional engagement	8,9, 10	8,10	1, 2	TF-VIII,A,D,E/1,3,5	B	10

## LEARNING OUTCOMES

In order to function effectively as a teacher or school leader, multiple areas of knowledge and skills are required. The process used to develop mastery of the knowledge and skills needed to create effective and stimulating experiences for candidates varies

according to each specific program’s standards and outcomes. Initial programs affiliated with the Unit focus on the preparation of classroom teachers. Six learning categories have been defined by Unit faculty: General Education, plus five teacher education categories of 1) Content Studies, 2) Professional Studies, 3) Pedagogical/ Methodological Studies, 4) Field and Clinical Experiences, and 5) the Capstone Course. Each of these categories is addressed separately in order to clarify the function each serves in the preparation of pre-professionals. It is important to note, however, that the categories are not perceived to be separate entities. Learning is continuous and ongoing and the program is delivered systematically. An overview of the sequencing is reflected in the chart presented below.

**Category Sequencing and Implementation**  
Initial Teacher Preparation Programs

	Freshman Year	Sophomore Year	Junior Year	Senior Year
<b>General Education</b>	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	<i>Capstone</i>
<b>Content Studies</b>	XXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXX
<b>Professional Studies</b>		XXXXXX	XXXXXXXXXX	XXXXXXXXXX
<b>Pedagogical Studies</b>			XXXXXXXXXX	XXXXXXXXXX
<b>Field/Clinical/Capstone</b>		XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX

***Teacher Education Initial Preparation Program***

**General Education**

The process of developing a classroom teacher at MSU begins when candidates enroll in courses that fulfill general education requirements. General education requirements are organized into three categories: a required core, area studies, and an

integrative component. The purpose of the required core is to refine essential skills in the areas of written and oral communication, computer basics, and mathematics. The area studies component provides candidates with discipline-specific content and skills, and courses must be taken from: 1) humanities, 2) natural and mathematical sciences, 3) social and behavioral sciences, and 4) practical living. The integrative component is a capstone course that is taken in a student's major or area of study.

While designed to serve all university students, the general education requirements foster the development of competencies that are absolutely essential for teachers. For future teachers, area studies coursework extends the general knowledge base beyond the essentials to help them become intellectually and culturally literate. As candidates move through the General Education Program they learn to think critically, solve problems effectively and responsibly, recognize and value the multicultural nature of today's society, and to respect the rights of all humans. The General Education Program supports the Unit's concepts of Community Engagement Through Informed Decision Making, Community Engagement Through Diversity and Holistic Education. The capstone (integrative component) experience provides an opportunity for teacher education candidates to integrate the knowledge and skills learned throughout the undergraduate experience by applying these in authentic settings during a senior seminar and their clinical practice experience, extending the Unit's concepts of Community Engagement Through Collaboration and Coalition Building and Community Engagement Through Empowerment. Because the general education requirements are delivered over four years, candidates also experience the idea that "learning is continuous, developmental, and interrelated" (Piaget & Inhelder, 1969).

While teacher education candidates are pursuing their general education, they also begin to construct specialized knowledge related to their professional preparation. These experiences are generally organized into five categories: Content/Area Studies, Professional Education, Pedagogy, Field/Clinical Experiences and the Capstone Course, and all four Unit concepts are addressed through these categories of experiences.

In 1983 *A Nation At Risk: The Imperative for Educational Reform* by the National Commission on Excellence in Education (as well as dozens of reform reports since) pointed out the need to strengthen the academic qualifications of school-based professionals (USDOE). The faculty members at MSU recognized this need and have shaped *content courses* to ensure that candidates in the initial preparation programs have ample opportunity to grasp the ideas, theories, principles, skills, methods of inquiry, and information processing techniques that are essential to individual academic disciplines. Teacher education faculty members are expected to model best practices and to create learning environments that challenge candidates to construct knowledge in meaningful ways. Ultimately candidates are expected to document their mastery of discipline specific knowledge before completing their teacher education programs.

### **Professional Studies**

Professional studies courses are designed and sequenced to ensure that candidates develop an understanding of the social, intellectual, and psychological foundations of schools as multi-faceted social institutions and of learners as developing individuals of immeasurable complexity. Two courses, *Foundations of Education* and *Human Growth and Development*, lay this theoretical groundwork for all programs, while other courses are specific to individual programs. For example, all candidates take a learning theories

course, but they take the version aligned with their preparation program level: early childhood, P-5, middle grade, or secondary.

Although these theoretical professional studies courses have different goals, they all engage candidates with constructivist models as well as more traditional approaches to learning. The foundations course provides an intellectual context for constructing one's understanding of the nature and purposes of schooling through examination of major ideas and influences in the history of education and schooling in America from colonial times to the present. Constructivist epistemologies are introduced, as are state initiatives, education resources, and standards, as well as the Unit's conceptual framework. Future educators are challenged to think critically about their reasons for entering the profession and to reflect on their experiences as classroom observers in light of their newly developing knowledge, personal beliefs, and career expectations (e.g., critical performance – Philosophy of Education; Transition Point Data - Requirement of TEP Admission).

The human growth and development course explores constructivist and more authoritarian models of learning development, and encourages teacher education candidates to learn through participation in experiences with young learners (Piaget & Inhelder, 1969; Vygotsky, 1962). Learning is enhanced through the exploration of issues related to cultural diversity and the needs of exceptional learners. Candidates are encouraged to apply their knowledge to teaching practices that support the development, motivation, and achievement of all students (Darling-Hammond, 2000; Gardner, 1999).

This theoretical knowledge is not studied just as ivory tower scholarship, but through observations and interactions with children in school settings. Future teachers are

required to reflect upon and express the insights gained through field and clinical experiences.

### **Methods and Pedagogy Courses**

Teachers must possess a variety of skills in order to transform theoretical knowledge into effective classroom practices. Methodology and pedagogy courses provide candidates with opportunities to develop and demonstrate the knowledge and skills necessary for designing, planning, implementing, and assessing learning and instruction, and are supported well by the Unit concepts of Community Engagement Through Informed Decision Making and Community Engagement Through Empowerment. Courses in this category prepare candidates to understand seven teaching processes: 1) contextual factors, 2) learning objectives, 3) assessment, 4) designing instruction, 5) instructional decision-making, 6) analyzing student learning, and 7) reflection and evaluation linked to more or less effective student learning (e.g., Teacher Performance Assessment/Critical Performances).

Field experiences are required for each methods class in order to provide preservice teachers with meaningful opportunities for practice and reflection (Dewey, 1959). Exposure to and use of state-generated curriculum guidelines, learner expectations, and assessment tools help candidates understand the professional realities they will face when they become practicing professionals (e.g., Assessment System – Field Experience Hours Report).

Faculty members who mentor candidates during methods courses model a variety of classroom management techniques and research-based instructional practices. This is not only to enhance “mastery of content,” but also to model for candidates the teacher’s

role as a professional decision maker – selecting and implementing a variety of strategies as individual situations warrant. Role playing, cooperative learning, case studies, and field experiences are all constructivist strategies used to provide candidates with opportunities to develop problem-solving skills related to classroom management, discipline, environmental safety and security issues.

Throughout all professional studies and pedagogy/methodology course work, pre-service teachers' dispositions are observed. Written and oral feedback is provided to candidates to ensure they understand the relationship between their attitudes and the creation of a positive environment for student learning (Dewey, 1959; Goldstein, 1997; Reiman, 1999), addressing all four of the Unit's engagement concepts. Social interaction skills are practiced and refined for the purpose of preparing pre-service professionals to foster positive relationships with students, parents, colleagues, staff, and administrators.

### **Field Experiences and Clinical Practice**

Field and clinical experiences are critical components of all four of the Unit's community engagement concepts and play a central role in the learning experience of pre-professional candidates because they enable candidates to construct their knowledge directly from the raw material of life, not from the sifted experiences of the worldviews of others. These field experiences follow a four-tiered developmental sequence - from initial anthropologically oriented observations to final whole-class teaching responsibilities—and parallel the candidates' own developing expertise and professional maturity. The chart on the next page shows the framework that has been created to enhance and improve the preparatory field and clinical experiences in our education programs.

Prior to admission to the Teacher Education Program (TEP), candidates are primarily involved in observation and reflection about schools and children. Following admission to the TEP, candidates move into field experiences that require interaction with and/or teaching a single student or a small group of students. As candidates begin methodology/pedagogy coursework, the complexity of practice in the field increases, whether it is in terms of teaching a whole group or teaching for an entire class period. These experiences are designed to prepare the candidate for their professional semester, the culminating and integrative clinical experience in the initial program.

### Planned Field Experience Sequence

Level	Courses	Primary Activities
<b>Level IV Field Experiences</b>	Clinical Practice Semester	Full responsibility for classroom
<b>Level III Field Experiences</b>	Advanced and Content-Based Methods Courses. Examples: AGR 470, ART 300, 321 BIO 485, BIS 499C EDEE 321, 322, 323, 331 ENG 382, 500 FRN, SPA 405, HIST 499, HS 388, 470 IET 392, 393, MTH 373, 374 MUSE 325, 335, 336, 375, 376 HPE 300, 302, 303, 304, 475	Guided Observation Tutoring Working with small groups Whole class and large group teaching Teaching full period
<b>Level II Field Experiences</b>	Applied theory classes and introductory pedagogy classes in content disciplines. Examples: EDSE 311, 312, EDEM 330, EDSP 350	Content Specific Observation Tutor small groups Whole class instruction
<b>Level I Field Experiences</b>	Education/Theory Courses: EDF 207 EDF 211 EDSP 230	General Observation Tutoring Aiding, grading Attend school board meeting Site Based Council Meeting Service Learning

## **Capstone Course**

Although the capstone course is the integrative component of the general education requirements of the institution, it is program specific. For teacher education programs, it is a seminar taken in conjunction with the professional semester. This experience 1) helps candidates make the transition into the student teacher role, 2) provides support and feedback about the candidate's work in an actual public school classroom, and 3) requires that all candidates demonstrate proficiency on an exit Critical Performance/Teacher Performance Assessment, representing the extent to which they have constructed best practice methods and strategies fundamental to improving student learning. Completion of the Teacher Performance Assessment demonstrates the extent to which a candidate has constructed a functional body of knowledge as well as his/her ability to create nurturing learning environments for others. Ultimately the goal is to document that each candidate is prepared to promote measurable learning for all students. Additionally, beginning in fall 2011, the Capstone Course will be aligned with General Education student learning outcomes in which the TPA will be used to demonstrate candidates' oral and written proficiency.

### ***Advanced Professional Preparation Programs***

The conceptual framework metaphor "Community Engagement: A Light Flowing to and from the Mountains" applies to both the initial and advanced professional education programs at MSU. The focus of the advanced programs is to ensure that candidates are culturally competent and can construct nurturing and effective learning environments in whatever region in which they find themselves. Advanced candidates

learn to design environments in which public school students construct knowledge and develop 21<sup>st</sup> century skills that will prepare them to be lifelong learners. In these programs, advanced candidates learn to use research-based best practices to prepare them to practice effectively in authentic school-based situations. Field experiences and practica connect to all four of the conceptual framework's concepts of community engagement.

### **Knowledge and Skill Base for Advanced Programs**

The knowledge base for coursework for advanced study is program-specific, reflecting the knowledge, skills, and dispositions that are essential for graduate level fulfillment of the standards set forth by the state for teachers, administrators, and school counselors. Graduate programs build upon this foundation to: 1) deepen the experienced educators' knowledge and skills in their areas of specialization, 2) increase all educators' understanding of the developmental and learning needs of their students, and 3) enable educators to become conversant with research literature. The courses are organized to incorporate the Kentucky Teacher Standards, School Counselor Standards, and ISLLC School Administrator Standards. Candidates and faculty assess each candidates' professional dispositions throughout each advanced program. The goal of these programs is to enhance the career long efforts of professionals to become effective self-reflective practitioners, educational leaders, and consumers of educational research (Glanz, 2003; Richardson, 1996; Miller, Wilkes, Sheetham & Goodwin, 1993). Advanced programs address all four of the Unit's concepts of community engagement through coursework and applied field work and practica,

There are three domains common to the advanced program experience: 1) research studies, 2) content studies, and 3) integrative studies. The constructivist ideology is infused throughout the graduate programs to give candidates an opportunity to connect their formal learning to the real world of public education. Candidates are provided experiences to help them learn to perform effectively, including demonstrating the ability to provide professional leadership in authentic school-based situations. Ultimately all advanced candidates must demonstrate knowledge, skills and dispositions that are critical to success as an experienced teacher, a school counselor, or an administrator.

There are three phases of assessment as candidates move through graduate study: 1) Admission to Graduate Study and an Educator Preparation Program, 2) Eligibility to continue in a program and sit for exit exam(s), and 3) Program Completion. The specific data collected and used to determine candidate eligibility to continue in a program, the person(s) or group responsible for making the decision, and the mechanisms used to inform candidates about their status is articulated in the Graduate Transition Points document presented below.

### Advanced Programs – Candidate Transition Points

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<p>TPI Admission to program assessment data</p> <ul style="list-style-type: none"> <li>• General admission to graduate studies (1)</li> <li>• Valid teaching certificate in an area or statement of eligibility (1,2,3,4,5)</li> <li>• Minimum composite GRE score of 750 on the verbal and</li> </ul>	<p><u>1 Master Content Knowledge, Professional and Thinking Skills</u></p> <p><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></p> <p><u>3 Professional Dispositions</u></p>	<p>KTS 1-10 ISTE TF-1; B-1 AECT 1,2,3,4,5 ISLLC 1-6 Counseling A,C</p> <p>KTS 5,6,7 CEC 3,4,8 ISLLC 2,5 ISTE TF-IV; B-1 AECT 5</p> <p>KTS 3,7,9 CEC 9,10 ISLLC 4,6</p>	<p>Review of application materials</p>	<p>Application Review committee comprised of faculty and practicing special education administrators</p>	<p>Informed in writing about admission status</p>



		<b>Counseling A,B ISTE TF-VI; B-1; C-1; E-1 AECT 1</b>			
	<u><b>5 Empowerment through field experiences, clinical practice, partnerships, regional engagement</b></u>	<b>KTS 8,9,10 CEC 10 ISLLC 1,2 Counseling B ISTE TF-VI; B-1; C-1; E-1 AECT 1</b>			

## Research Studies

The *Research Design and Methods in Education* course is designed to develop knowledge and skills leading to the candidates' abilities to: 1) select, delineate and state a research problem, 2) develop techniques of bibliography building, 3) select and implement methods of organization and investigation, 4) apply appropriate statistical methods when analyzing data, and 5) format a research paper according to American Psychological Association (APA) guidelines. This course challenges all graduate candidates to design effective research models. It also addresses the use of research to inform individual and school/district-level educational practice through instruction in how to conduct and use action research. An additional program-specific research course familiarizes candidates with current discipline-specific research and models, the literature upon which it is based, the sources/techniques used to access this research, and opportunities to develop research skills.

## Content Studies

Courses are designed to contribute to substantial growth and development of knowledge and skills addressed in program-specific standards. Courses address appropriate standards and learning opportunities. Successful completion of all required

course work results in candidate exposure to and demonstration of the competence in the full spectrum of standards. To ensure that individuals fulfill program requirements when completing elective courses or clusters to build a specific body of knowledge related to their professional roles the guidelines and standards of the appropriate learned society or professional association have been integrated into the decision-making process regarding course content, course requirements, program outcomes, and assessment.

### **Integrative Studies**

A variety of purposes are fulfilled and different formats are used to provide candidates in advanced programs with meaningful on-site experiences intended to develop and document their ability to mesh theory with practice. Clinical and field experiences are an integral part of all advanced programs and include: collaboration, applied research, curriculum analysis and revision, analysis of the education community, evaluation of management systems, program planning and evaluation, educational leadership, analysis of counseling techniques, and practice using clinical skills. These experiences occur in genuine educational settings, often in the candidates' own classrooms or schools, thus giving them the opportunity to view themselves, their students, the learning environment, and their work from a different perspective. Through application of expanded knowledge and skills in real world settings, candidates are able to construct meaningful learning environments of their students (Dewey, 1959). Through reflection, assessment, and self-analysis, candidates continue to grow and develop as practitioners.

## **PROFESSIONAL COMMITMENTS**

This section of the conceptual framework provides the justification of why we believe as we do regarding the teaching and learning characteristics and outcomes we expect of our graduates. Using knowledge base literature, our justifications presented below are based on theoretical knowledge, research, and/or the wisdom of practice in the preparation of teachers, counselors, administrators, and other school leaders that impacts birth to lifelong education. In this section, we show how the conceptual framework reflects the Unit's commitment to diversity and technology.

### ***Commitment to Diversity***

The Unit is committed to preparing candidates to support learning for *all* students and we provide an environment and curriculum in which knowledge, disposition, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations. This commitment fits within the conceptual framework concept of Community Engagement: Diversity and Holistic Education.

Morehead State University is situated in the foothills of Appalachia, in a somewhat isolated and remote area of the state. For many MSU students, this small community of about 6,000 residents is the largest "city" they have been to and for many, the furthest distance they have been from home. The eastern region of Kentucky, with its rich culture and traditions, has very little racial diversity in its population, and a large proportion of candidates come from communities with extremely low socioeconomic status. The university has historically struggled to recruit minority candidates and faculty, but that appears to be changing slowly through initiatives targeted at improving

recruitment and retention of both groups of stakeholders and through the appointments of campus leaders with oversight to improve the climate and the university's processes that support the growth of a multicultural work force and student body. Historically, as well, the Unit has struggled to provide field-based opportunities for candidates in diverse settings other than rural, low socioeconomic status, and in school settings with students and teachers who have lived their entire lives in Appalachia.

We are, however, committed to moving beyond diversity to creating a culturally competent organizational environment. We are committed to identifying appropriate strategies and community engagement that provide candidates and our faculty with field-based experiences in settings where we are challenged to reflect about ourselves, to face our biases openly, and to recognize the limits imposed by our embeddedness in our own culture and experience. Essential to our cultural competency commitment are the following understandings, that we:

- Acknowledge culture as a predominant force in shaping people's values, attitudes and behaviors,
- Understand how one's culture influences our responses to persons from different background/cultures,
- Respect the unique and culturally defined needs of different populations and individuals,
- Recognize that although the values, beliefs and behaviors of people from other cultures may be different from ours, they are equally valid and influence how they view problems and solutions.

Because our physical location limits where candidates are able to feasibly travel for field experiences we approach this commitment to diversity by always exploring ways to engage with schools and educators in the field and ways to develop new partnerships with schools and communities that can provide candidates with more diverse experiences than they can find in local and surrounding schools. We explore technological solutions that can connect our candidates with communities outside of Appalachia. And finally, we have instituted a system that will help candidates connect their field experience placements to the various diverse setting characteristics and demographic categories so they can track their progress and cultural competency development throughout their program.

### ***Commitment to Technology***

The Unit is committed to preparing graduates who are 21<sup>st</sup> century learners and are able to use educational technology to help all students learn. The Unit made great strides in integrating technology across programs with a PT3 grant and although that grant ended, we have continued to enhance technology integration throughout our programs. Educational and information communication technologies are integrated throughout the Unit's curriculum, instruction, field experiences, clinical practice, assessments, and evaluations. National and state standards guide candidates' use of technology in initial and advanced teacher preparation programs. Standard 6—The Teacher Demonstrates the Implementation of Technology—from the Kentucky Teacher Standards and adopted by the Educational Professional Standards Board, expects that candidates in both initial and advanced preparation programs use technology to support instruction in a variety of ways, including to support instruction; access and manipulate

data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and to conduct research.

The Unit uses ISTE/NETS-T professional educator standards and AECT Educational Communications and Instructional Technology (ECIT) Accreditation Standards Performance Indicators in initial and advanced programs in order for candidates to demonstrate a sound understanding of what students need to know and be able to do with technology to learn effectively and live productively in a rapidly changing digital world. Candidates in the educational leadership program must meet the national Technology Standards for School Administrators (TSSA).

Class assignments, lesson plan (content and implementation), class presentations, and data analysis are all used as vehicles to demonstrate a candidate's knowledge and skills in using technology as both a personal and professional tool to support student learning of content. For example, in the *Educational Methods and Technology* course, candidates' Teacher Performance Assessment assignments and Digital Portfolios demonstrate a collaborative unit implementing technologies such as PowerPoint, SmartBoards, Web pages, digital media, etc. All candidates in the initial teacher preparation programs are required to use electronic tools within the Unit's assessment system, which demonstrates their use of multiple technical applications. Blackboard Learning System™, a course management environment that provides experiences in navigating Web tools, discussion boards, and electronic submission of documents, supports most courses in all programs. Candidates frequently access Web sites, electronic databases, and electronic versions of documents for class assignments. Students and faculty communicate through electronic mail and course assignments are

prepared in common software applications found in the Microsoft Office suite of programs. Students videotape their teaching experiences, which are then reviewed for reflection and analysis.

Students have adequate technology lab access across the campus and in a dedicated education computer lab and software library located in 213 Ginger Hall, and a multimedia lab in 407 Ginger Hall. Lab computers (GH 213) were replaced a year early in 2008/09 with multimedia Macintosh computers as a way to connect candidates' experiences with the growing use of the Macintosh platform found in P-12 schools in the region. The Unit's commitment to technology is demonstrated through the continued hire of a full-time instructional technology director and through our ongoing partnership with the DataSeam Initiative and Apple Computer. The instructional technology director provides faculty and student support for technology integration in classrooms and in coursework integration. A core group of faculty provide professional development across the service region, engaging with our communities and their formal and informal education venues that keeps them up-to-date with current technology applications found in P-12 schools. These professional development engagements have provided new opportunities to connect deeply with school-university partnerships.

### ***Commitment to Assessment***

Assessment of candidates, programs, and faculty is continuous and infused into all initial and advanced preparation programs. In general, the purposes of the Unit's assessments are to: 1) monitor candidate development toward the competency required of educators according to program specific performance standards (KTS, GCS, or ISSLC), 2) monitor faculty members' effectiveness as facilitators of this development, 3) provide

specific feedback that will allow for development of individualized instructional and professional development activities, and 4) provide institutional feedback for program refinement and reporting documentation.

In an effort to centralize multiple data sources and to enhance data-driven decision making at the candidate and program levels, the Unit installed Tk20's *CampusWide Tools Assessment, Accountability, and Reporting System*, that enables the Unit to collect data systematically, plan our assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. *CampusWide* gives the Unit the ability to plan the assessments needed for meeting each desired outcome, giving all stakeholders a clear understanding of the goals, expectations and responsibilities involved. The system is designed so that faculty and staff can have access to planning documents, allowing full collaboration in the process of collecting assessment data and conducting program review. The built-in communication system lets faculty, staff, and candidates communicate in multiple ways, including the submission and review of critical documents, sending of messages, and posting of news.

Through the Tk20 *CampusWide* environment, evidence of candidates' learning outcomes can be documented through a combination of direct and indirect assessments in courses, Teacher Performance Assessment components, critical performances, field and internship assignments and documentation, the development of portfolios, and through the completion of surveys. Managing the Unit's assessment plan through this system and its internal reporting enables the Unit to effectively collect and analyze our assessment data, on demand. The Tk20 *CampusWide* system will be replaced with Folio 180 starting in fall 2011.

## Candidate Assessment

Consistent with the pedagogical ideology expressed in the “Community Engagement: A Light to and from the Mountains” theme, both traditional and culturally relevant academic assessments and authentic assessments are used throughout educator preparation programs. In addition to a wide variety of individual course assessments, the initial teacher preparation program assesses candidates at four transition points: 1) Admission to the Teacher Education Program, 2) Prior to Clinical Practice, 3) Throughout the Clinical Practice Semester, and 4) Program Completion. The initial preparation program “Transition Points” information is included in this document to clarify the types of assessment data collected and considered at each transition point, the person(s) or group responsible for evaluating the data and making a decision about each candidate’s eligibility for continuation in the program, and the system used to inform candidates about their status, ensuring that a candidate’s knowledge, skills and dispositions are assessed throughout the preparation program. Advanced candidate transition points are found on page 29 in this document.

### INITIAL PROGRAMS: CANDIDATE TRANSITION POINTS

Transition Point	Learning Goals	Standard Alignment	How Assessed	Decision Maker(s)	Outcomes
<b>TP 1 – Admission to program assessment data</b> <ul style="list-style-type: none"> <li>Required ACT, PPST, or GRE/MAT Score(s), Praxis content (1)</li> <li>Philosophy of Education (EDF 207 Critical</li> </ul>	<u>1 Master Content Knowledge, Professional and Thinking Skills</u>  <u>3 Professional Dispositions</u>	KTS 1,2,4 IECE 1,2,3,9 CEC 1,2,3  KTS 3,8,9 IECE 6 CEC 9	Review of transcript(s) and application portfolio  Admission Interview Dispositions self-assessment	Educational Service Unit (ESU)  Department/Program Faculty Interview Committee  Teacher Education Council	<b>Student meets minimum qualifications and requirements for TEP admission</b>  <b>Department/Program Committee</b> recommends candidates for admission to Program.  <b>Director of</b>

<p>Performance) <b>(1,3)</b></p> <ul style="list-style-type: none"> <li>• Statement of relevant experience working with children <b>(1)</b></li> <li>• Résumé</li> <li>• Demonstration of writing proficiency <b>(1)</b></li> <li>• Overall GPA 2.5 <b>(1)</b></li> <li>• ENG 100, 200; PSY 154; CMAP 108; EDF 207; and EDF 211 <b>(1)</b></li> <li>• Department interview results <b>(1,3)</b></li> </ul>					<p><b>Educational Service Unit</b> compiles lists from each program and presents whole list to Teacher Education Council</p> <p><b>Teacher Education Council</b> approves or does not approve recommendation made and candidates informed in writing of admission recommendation</p>
--	--	--	--	--	--

<p><b>TP 2 – Admission to Clinical Practice assessment data</b></p> <ul style="list-style-type: none"> <li>• Admission to TEP</li> <li>• Grade point average of 2.50 on a 4.0 scale on all course work completed (includes transfer credit) <b>(1)</b></li> <li>• Completion of prerequisite courses <b>(1,2,3,4,5)</b></li> <li>• A minimum average grade of 2.5 on professional education courses <b>(1)</b></li> <li>• A minimum grade of “C” in each course requiring field experience hours and all TEP restricted courses (those requiring TEP admission as a prerequisite) with an overall grade point average of 2.5 on a 4.0 scale in the area of concentration, major(s) and academic components <b>(1)</b></li> <li>• A minimum of 90 semester hours completed <b>(1)</b></li> <li>• Field experience hours completed <b>(1,2,3,4,5)</b></li> <li>• Documentation of a current physical examination and TB skin test</li> <li>• A score of 13 or above as an</li> </ul>	<p><b><u>1 Master Content Knowledge and Thinking Skills</u></b></p> <p><b><u>2 Data-based Decision Making and Accountability for P12 Student Learning</u></b></p> <p><b><u>3 Professional Dispositions</u></b></p> <p><b><u>4Culturally Competent</u></b></p> <p><b><u>5Empowerment through field experiences, clinical practice, partnerships, regional engagement</u></b></p>	<p>KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7</p> <p>KTS 2,5,7 IECE 4,5 CEC 8</p> <p>KTS 2,3 IECE 6,8 CEC 9,10</p> <p>KTS 8,7 IECE 8,5 CEC 6</p> <p>KTS 8,9,10 IECE 8,10 CEC 10</p>	<p>Review of classroom performance in meeting critical performances</p> <p>Review of field experience logs</p>	<p>Field Experiences Coordinator reviews information and Director of ESU approves eligibility</p> <p>Faculty member teaching course(s) with required critical performance</p> <p>Departmental review of any dispositional concerns</p>	<p>Eligible or not eligible to enroll in clinical practice in public schools</p> <p>Informed in writing by ESU Director</p> <p>When ineligible, deficiencies described in letter</p>
--	---	---	--	--	--

average on two disposition checks prior to clinical practice (3)					
<b>TP 3 –Program completion assessment data</b> <ul style="list-style-type: none"> <li>• Completion of all program requirements (1,2,3,4,5)</li> <li>• Success on TPA (1,2,3,4,5)</li> <li>• Fulfilled all certification eligibility requirements (1,2,3,4,5)</li> </ul>	<u>1 Master Content Knowledge, Professional and Thinking Skills</u>  <u>2 Data-based Decision Making and Accountability for P12 Student Learning</u>  <u>3Professional Dispositions</u>  <u>4 Culturally Competent</u>  <u>5Empowerment through field experiences, clinical practice, partnerships, regional engagement</u>	KTS 1,2,3,4,6 IECE 1,2,3 CEC 1,2,3,4,5,7  KTS 2,5,7 IECE 4, 5 CEC #8  KTS 8,7 IECE 8,5 CEC 5, 9  KTS 2,3 IECE 6,8 CEC 6  KTS 8,9,10 IECE 8,10 CEC 10	TPA score  Observation logs  KY Teacher Standards Log  Transcript review	MSU Supervisor  Cooperating Teacher  TPA Evaluation Committee  ESU Certification officer reviews all files  Office of the Registrar	Successful completion of Clinical Practice and Capstone  Eligible for graduation, diploma (student informed in writing if ineligible for graduation)  Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification  Letter of eligibility stating certification area(s)

## Assessment of Dispositions

Dispositions are the non-academic attributes of professionals—including attitudes and values that ultimately manifest themselves in behavioral tendencies. Research indicates that such dispositions strongly influence candidate learning and development (Richardson, 1996; Reiman, 1999) and it is essential that teacher educators define, teach, and assess dispositions in their programs (Diez & Raths, 2007). Prior to a 2006 revision of the Unit’s disposition requirements, the following professional dispositions were routinely assessed: 1) Passionate about learning, 2) Enthusiastic about teaching, 3) Committed to teaching responsibilities, 4) Self-reflective, 5) Hardworking, 6)

Resourceful/Problem-solver, 7) Sensitive to differences, and 8) Able to establish rapport. Dispositions 7 and 8 above especially reflect the theme of community engagement and it is while engaged with our region's communities, through field experiences and clinical practice that our Unit's candidates and their faculty are able to examine and assess these dispositional factors.

In 2006, the Teacher Education Council approved a specific process and new language for assessing the following professional dispositions: 1) Fulfills attendance and punctuality requirements, 2) Demonstrates sensitivity to all students, 3) Fulfills responsibilities, 4) Identifies and solves problems independently, 5) Cooperates, works well with others, 6) Solicits suggestions and feedback from others, 7) Maintains confidentiality, 8) Engages in self-reflection, 9) Exhibits adaptability and resilience, and 10) Demonstrates professional dress and demeanor. Dispositions 2, 5, and 9 in the 2006 revised dispositions above especially reflect the theme of community engagement and it is still significant that while engaged with our region's communities, it is through field experiences and clinical practice that our Unit's candidates and their faculty are able to examine and assess all of the dispositional factors.

Once disposition are assessed, faculty and cooperating teachers submit a candidate's completed form to the Tk20 *CampusWide* electronic assessment system, where disposition information is available for analysis. In addition to using a rubric to assess a candidate's dispositions, faculty members can submit a disposition "Incident Reporting Form" whenever she/he believes that a behavior warrants acknowledgement or review. Disposition assessments are reviewed on a semester basis. Preservice candidates are also required to complete the state mandated criminal check prior to their work in

public schools. In 2010, TEC approved creation of a Committee for Standards and Assessment in each department to review dispositional reports and disposition assessments before candidates begin their clinical practice semester. In spring 2011, TEC approved a new rubric to more accurately assess the above 10 dispositions.

Candidate dispositions are assessed as part of each advanced program. However, the instrument, process, timing, and implications of results vary. The School Counselor candidates are assessed as part of the “Clinical Practice Progress Report.” The dispositions essential to the development of good clinical skills are assessed as part of each course. Failure to demonstrate these course requirements, if not remedied, results in dismissal from the program. Two final formal evaluations of clinical skills occur during the pre-practicum and practicum experiences.

Dispositions are assessed for candidates seeking degrees in School Administration as part of their Portfolio Evaluation. The rubric used to evaluate candidate performance articulated dispositions essential to effective administration. Candidates must select samples of coursework to document performance in relation to the dispositions clearly articulated in a department rubric. The knowledge, skills and dispositions that are assessed parallel the ISSLC standards. Candidates must score a minimum set of points on the portfolio to be recommended for certification.

Since advanced teacher candidates are already certified classroom teachers, the dispositions that are assessed are: 1) The candidate is a life long learner who values continuous evaluation of his/her performance and engages in professional development and 2) The candidate is an action researcher who values continuous student assessment, communicates results to candidates and others, and uses findings to improve the

teaching learning component. Dispositions are assessed, using a rubric, in a course selected by program faculty (one for each degree or Rank II program).

### Dispositions Assessments

Program	Instrument(s)	How Used
Initial Certification Programs	<ul style="list-style-type: none"> <li><a href="#">Evaluator/Instructor Professional Dispositions Assessment</a></li> <li><a href="#">Incident Reporting Form</a></li> </ul>	Dispositions Assessment form is completed by faculty and supervisors before and during clinical practice. The form is uploaded into e-portfolio system and reviewed by departmental <a href="#">Academic and Professional Standards Committee</a> . The incident reporting form is submitted to dept. chairs in cases where there is dispositional concern and a remediation plan may be created. Candidates are able to find disposition information in the <a href="#">TEP handbook</a> and the <a href="#">Educational Service Unit</a> website.
Graduate Advanced Programs	<ul style="list-style-type: none"> <li><a href="#">DACE</a></li> <li><a href="#">Portfolio Entry</a></li> </ul>	The Counseling program has developed the DACE and it is used as a guide throughout coursework. The Instructional Leadership programs assess dispositions through portfolio entries which must be passed for graduation/certification.

### Program Assessment

Program quality is monitored annually through a university designed reporting system. From our last accreditation visit in 2003 through 2007, each program was reviewed using a format that paralleled the Nichols’ Five Column Method of Program Evaluation. In 2008, MSU replaced these Unit Assessment Plans and Reports with a university-wide Academic Audit. In both of these evaluation models, each program is required to develop an assessment plan that: 1) identifies explicit links with the university vision, mission, and goals, 2) states explicit links to program goals, 3) articulates assessment measures and criteria for acceptable levels of performance, 4) includes actual performance data (aggregated when possible) used to determine if performance fulfills the stated criteria, and 5) addresses needs and methods for change, where appropriate, to improve performance. This emphasis on the assessment of a program’s use of candidate

performance data, as opposed to teacher behavior data, is consistent with the constructivist focus on candidate work. Each program's faculty can use considerable discretion in deciding what kinds of student work most accurately reflect program success. The Unit's Tk20 *CampusWide* electronic assessment system is used to track student demographic, assessment, and performance information. Each fall semester, data is formally shared with faculty or the directors of each educator preparation program to be used to document candidate performance, with analysis possible on an ongoing basis. Data are considered by the faculty and used to evaluate program strengths and weaknesses and ultimately to drive decision making in regard to program changes, thereby completing the assessment loop. Each program's Academic Audit Report (and formerly, the Annual Assessment Report) is submitted to the Dean, the Provost, and the MSU Office for Institutional Effectiveness for review.

### **Faculty Evaluation**

Faculty members in the Unit are evaluated annually using their college or department's adopted Faculty Evaluation Plan (FEP). Each faculty member must submit a vitae and documentation demonstrating success in teaching, service, and professional achievement. The FEP is designed to provide faculty members with an opportunity to create authentic assessments and to use a variety of artifacts for examining performance. In addition, the faculty member has the opportunity to select the documentation to be used to make his or her case. This approach is consistent with the "Community Engagement: A Light to and from the Mountains" metaphor and our broadly defined constructivist theme, leaving professors artistic room to construct not only their candidates' learning environment, but also to shape their own professional environments.

Ultimately, department faculty members and or the department chairs evaluate portfolios and make a recommendation on each faculty member's performance which is submitted to the dean of the college in which program faculty reside. The dean communicates faculty performance recommendations to the provost.

All aspects of assessment are addressed more explicitly in the College of Educations Continuous Assessment Plan.

## REFERENCES

- Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Durango: Kivaaki Press.
- Caudill, H. (1962). *Night comes to the cumberlands: Biography of a depressed area*. Boston, MA: Little, Brown
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy achievement. *Education Policy Analysis Archives*. 8(1), 1-50.
- Dewey, J. (1959). *Experience and education*. New York: Collier Books (Original work published in 1938)
- Diez, M. & Raths, J. (2007) *Teacher dispositions: Their nature, development, and assessment*. Charlotte, NC: Information Age Publishing.
- Flatt, D. (1997). *A light to the mountains: Morehead State University 1887-1997*, Ashland, KY: Jesse Stuart Foundation.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Gardner, H. (1999) *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Glanz, J. (2003). Action research: An educational leader's guide to school improvement. Second Edition. Norwood, MA: Christopher Gordon.
- Goldstein, H. (1997). Methods in school effectiveness research. *School Effectiveness and School Improvement*, 8(4), 369-395.
- Kim, B. (2001). Social Constructivism. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved September 8, 2008 from <http://projects.coe.uga.edu/epltt/>
- Kim, J., (2005). The effects of a constructivist teaching approach on student academic achievement, self-concept, and learning strategies, in *Asia Pacific Education Review*, 6(1), 7-19. Retrieved September 8, 2008 from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/2a/5a/af.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2a/5a/af.pdf).
- Liu, C. & Matthews, R., (2005). Vygotsky's philosophy: Constructivism and its criticisms examined in *International Education Journal*, 6(3), 386-399. Retrieved September 8, 2008 from <http://ehlt.flinders.edu.au/education/iej/articles/v6n3/liu/paper.pdf>

- Miller, J., Wilkes, J., Sheetham, R., & Goodwin, L. (1993). Tradeoffs in student satisfaction: Is the perfect course an illusion? *Journal of Excellence in College Teaching*, 4, 27-47.
- Miller, R. (1997). *What are schools for? Holistic education in american culture*, 3<sup>rd</sup> Edition. Brandon, VT: Holistic Education Press.
- Morehead State University, (2008a). *ASPIRE to greatness: MSU strategic plan 2006-2010*, Retrieved September 8, 2008 from [www.moreheadstate.edu/aspire](http://www.moreheadstate.edu/aspire).
- Morehead State University, (2008b). *About MSU*. Retrieved September 8, 2008 from <http://www.moreheadstate.edu/aboutmsu/>.
- Morehead State University, (2008c). *Diversity Plan*, Retrieved September 8, 2008 from <http://www.moreheadstate.edu/files/portals/Diversity/DIVERSITYPLAN04-07.pdf>.
- Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. New York: Basic Books.
- Reiman, A.J. (1999). The evolution of the social role taking and guided reflection framework in teacher education: Recent theory and quantitative synthesis of research. *Teaching and Teacher Education*, 15(6), 597-612.
- Richardson V. (1996) The role of attitudes and beliefs in learning to teach. In J. Sikula, T. Buttery and E. Guyton (Eds.) *Handbook of Research on Teacher Education* (2<sup>nd</sup> ed.) (102–19). NY: Macmillan.
- Roberts, S. and Pruitt, E. (2003). *Schools as professional learning communities*. Thousand Oaks, CA: Corwin Press.
- Sandy, C. (1999). The teacher as builder and architect. *The Language Teacher Online*, 23(6). Retrieved September 8, 2008 from <http://www.jalt-publications.org/tlt/articles/1999/06/sandy>.
- SEDL (1997). Professional learning communities: What are they and why are they important? *Issues... about Change*, (6), 1. Retrieved September 8, 2008 from <http://www.sedl.org/change/issues/issues61.html>.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- Tangney, B., FitzGibbon, A., Savage, T., Mehan, S. & Holmes, B. (2001). Communal Constructivism: Students constructing learning for as well as with others. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2001* (pp. 3114-3119). Chesapeake,

VA: AACE.

Tomlinson, C. & Callahan, C. (1997 Winter). Becoming architects of communities of learning: Addressing academic diversity in contemporary classrooms. *Exceptional Children*, 63(2), 269-82.

Trinkaus-Zagzebski, L. (1996). *Virtues of the mind: An inquiry into the nature of virtue and the ethical foundations of knowledge*. Cambridge: Cambridge University Press.

U.S. Department of Education, (1983). The National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform*.

Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: The MIT Press.

Wertsch, J.V., (1997). *Vygotsky and the formation of the mind*. Cambridge, MA: The MIT Press.

## APPENDIX A

### *Kentucky Teacher Standards Themes (KTS)*

Teacher Standards and these describe what teachers should know and be able to do **in authentic teaching situations** and with the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning, quality teaching, optimal student performance/learning as documented through assessment evaluation. The standards provide a framework for teachers to refer to throughout their careers in order to continue to better understand the “**whole**” **child** and use that knowledge to effectively meet the needs of each child, therefore promoting optimal learning for all children. To document learning all teachers are expected to be able to refine assessment development the effective use evaluating as the basis for monitoring each students learning in light of expected performance outcomes, and revise learning activities and assessments, when needed to promote optimal student learning.

<http://kyepsb.net/teacherprep/standards.asp>

1. The teacher demonstrates applied content knowledge
2. The teacher designs and plans instruction
3. The teacher creates and maintains learning climate
4. The teacher Implements and manages instruction
5. The teacher assesses and communicates learning results
6. The teacher demonstrates the implementation of technology
7. Reflects on and evaluates teaching and learning
8. Collaborates with colleagues/parents/and others
9. Evaluates teaching and implements professional development
10. Provides leadership within the school, community, and profession

## APPENDIX B

### ***Interstate School Leaders Licensure Consortium: Standards for Educational Leaders (ISLLC)***

(2008)

“An education leader promotes the success of every student by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.” (Pg. 19)

## APPENDIX C

### ***Standards for Guidance Counseling Programs***

The Kentucky Education Professional Standards Board approved these standards January 2005. The Kentucky Standards for Guidance Counselor Programs are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards and are incorporated by reference in 16 KAR 5:010 that include core curriculum experiences and demonstrated knowledge and skills.

#### PREAMBLE

Professional guidance counselors represent a significant and important component of the educational leadership team within the P-12 schools of the Commonwealth. The standards for training and preparation for guidance counselors evolved from a synthesis of the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) national counselor preparation standards. The standards acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of guidance counseling in the Commonwealth of Kentucky.

#### **A. FOUNDATIONS OF SCHOOL COUNSELING**

1. History, philosophy, and current trends in school counseling and educational systems;
2. Relationship of the school counseling program to the academic and student services program in the school;
3. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. Strategies of leadership designed to enhance the learning environment of schools;
5. Knowledge of the school setting, environment, and pre-K-12 curriculum;
6. Current issues, policies, laws, and legislation relevant to school counseling;
7. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
10. Ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors*, and the *ACA Code of Ethics*).

## **B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING**

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. Advocacy for all students and for effective school counseling programs;
2. Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
3. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
4. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
6. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. Knowledge of prevention and crisis intervention strategies.

## **C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS**

### **1. Program Development, Implementation, and Evaluation**

- a. Use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;
- b. Design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;
- c. Implementation and evaluation of specific strategies that meet program goals and objectives;
- d. Identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- e. Preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
- f. Strategies for seeking and securing alternative funding for program expansion; and
- g. Use of technology in the design, implementation, monitoring and evaluation of a comprehensive school-counseling program.

## **2. Counseling and Guidance**

- a. Individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
- b. Individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;
- c. Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- d. Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
- e. Developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
- f. Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
- g. Systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
- h. Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

## **3. Consultation**

- a. Strategies to promote, develop, and enhance effective teamwork within the school and larger community;
- b. Theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
- c. Strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
- d. Knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

## **D. CLINICAL INSTRUCTION**

For the School Counseling Program, practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor.

The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs). ([www.kyepsb.net/documents/EduPrep/guidancecounselorstandards.doc](http://www.kyepsb.net/documents/EduPrep/guidancecounselorstandards.doc) )